

Curriculum Map

Course Title: Sophomore English	Quarter 1 Theme: War and the Human Condition	Academic Year: 2013-2014
<p>Enduring Understandings and Essential Questions for this Quarter:</p> <p>Overarching Enduring Understanding (OEU) 1 Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience. (<i>meaningful connections</i>)</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a true HERO? 2. Who really shapes SOCIETY? 3. Does FATE control our lives? 4. Can people live up to high IDEALS? 5. Why is there always WAR? 6. How does war change our VALUES? 		
<p>Extended Text Suggestions :</p> <p>The Odyssey: excerpt/film/Universal Myth Beowulf (Text: p. 19) Sir Gawain & The Green Knight (Text: p. 281) Taming of the Shrew/Midsummer Night's Dream (play/ consumable for annotations) (Human Condition—Battle of the Sexes)</p>		
<p>Shorter Text Suggestions:</p> <p>Chaucer: Canterbury Tales/Characterization Medieval Ballads: Barbara Allan/Robin Hood and the Three Squires/ Get Up and Bar the Door (Text p. 263)</p>		
<p>Informational Text Suggestions:</p> <p>Thompson, Wendy. The Illustrated Book of Great Composers. London: Anness, 2004. From "Composition through the Ages"</p> <p>Textbook: A History of the English Church and People (historical writing) p. 67</p> <p>http://kellygallagher.org/resources/AoW%2012%20Students%20Lie.pdf week 1</p> <p>http://kellygallagher.org/resources/AoW%2010%20Be%20Careful%20Online.pdf week 2</p> <p>http://kellygallagher.org/resources/AoW%209%20Homeless.pdf week 3</p> <p>http://kellygallagher.org/resources/AoW%209%20Boobies.pdf week 4</p> <p>http://kellygallagher.org/resources/AoW%209%20Kids%20Who%20Skip%20School.pdf week 5</p> <p>http://kellygallagher.org/resources/AoW%2010%20Advertising%20in%20School.pdf week 6</p> <p>http://kellygallagher.org/resources/AoW%209%20On%20the%20Left%20Hand.pdf week 7</p>		

<http://kellygallagher.org/resources/AoW%209%20Homophobic%20Slur.pdf> week 8

Writing Routine to develop and convey understanding:

Journal entry, ABC summaries, Debriefing, (see “12 Things for high achievement” from Dr. Bobb Darnell
<http://www.achievementstrategies.org/toolsTemplates/Instruction/12ThingsforHighAchievement.pdf>)

Writing Analyses: to inform and explain:

Cause and Effect Essay

3 minute pause, self-assessment, concept map... (see “12 Things for high achievement” from Dr. Bobb Darnell
<http://www.achievementstrategies.org/toolsTemplates/Instruction/12ThingsforHighAchievement.pdf>)

Writing Narrative:

Write a response paper to the essential questions using textual reference and person response.

Video and Art Suggestions:

Odyssey
Taming of the Shrew
Greek /Roman Art
Renaissance Art
Baroque and Renaissance music
Sir Gawain Video

Literary Elements and Reading Comprehension Tools:

PAMDISS (Close Reading)

Part 4 Content and Skills (see “12 Things for high achievement” from Dr. Bobb Darnell
<http://www.achievementstrategies.org/toolsTemplates/Instruction/12ThingsforHighAchievement.pdf>)

euphemism and oxymoron

Basic literary terms

Basic dramatic terms

Basic figurative language

Grammar:

Basic grammar: first two weeks

Parallel structure

Prepositions

Colon, semicolon,

Dependent clause and independent clauses

phrases, clauses

Vocabulary:

word study/vocabulary
denot/connot/context clues
roots/affixes

Module 1 A. Reading and Responding to Narrative Texts

Focus Standards	Activity Ideas
RL9-10.1 analyze using evidence and draw conclusions	Close reading (PAMDISS), one minute summary, RESPONSE (Short non-fiction)
RL.9-10.4 determine meanings of words figurative and connotative explain author's word choice.	word study and imagery link to explain meaning, figurative language chart, vocabulary annotations (all works)
RL9-10.10 take notes that are useful in comprehension and vocabulary: Cornell and picture notes, annotated pieces	(Cornell and picture for long pieces)(Annotated for short copied work or consumables)
W.9-10.9 draw evidence to support analysis, reflection and research	parts 5 & 6 in "12 Things for High Achievement"
SL.9-10.1 use evidence to articulate goals, discussions and debates	socratic seminar, debates, group discussions w/ group led questions
SL.9-10.6 using appropriate language in discussions, reflections and writing	language registers practice in speech and writing
L.9-10.4 understand euphemisms and oxymoron and meanings from context clues:	euphemism and oxymoron Basic literary terms Basic dramatic terms Basic figurative language vocabulary study for each lesson and notes
L.9-10.5 distinguish words with similar meanings, figures of speech, and analyze nuances in meanings with similar denotations	familiar words/figures of speech/ nuances in meaning of words vocabulary study for each lesson and notes in portfolio or notebook

Module 1 B. Writing Narrative Texts

Focus Standards	Activity Ideas
RL.9-10.10 I can distinguish between portions of a text that I understand versus portions that I don't understand by taking notes, analyzing vocabulary and asking questions.	comprehension devices to improve skills: notes, vocabulary, annotate
W.9-10.3 I can write narratives to develop real or imagined experiences or events. [W.9-10.3] I can engage and orient a reader by establishing a problem, situation, or observation.	narratives: real and imaginary establish problem and observation narrative tech: dialogue, pacing, description, reflection, plot and sub, flashback, time shift imagery, setting, characterization conclusions to narratives
W.9-10.4 I can understand my task, purpose, and audience when I write. [W.9-10.4]	task/audience/purpose (RAFT) organization and style

I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.9-10.4]	
W.9-10.5 I can understand writing as a process of planning, revising, editing, and rewriting. [W.9-10.5] I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.9-10.5]	writing process
W.9-10.10 I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.9-10.10]	Long term research project:, research, reflection , revision ,checklist and peer edits, short term research w/ research, reflection and revision
SL.9-10.4 I can formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective. [SL.9-10.4]	using evidence effectively to prove point
SL.9-10.6 I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience. [SL.9-10.6] I can demonstrate a command of formal English when necessary. [SL.9-10.6]	Voice Sentence Fluency Word Choice
L.9-10.1 I can define and correctly use parallel structure when writing or speaking. [L.9-10.1a] I can define and correctly use the following types of phrases: noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1b] I can provide an accurate example of a noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1b] I can define and correctly use the following types of clauses: independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1b] I can provide an accurate example of an independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1b] I can use a semicolon or conjunctive adverb to link two or more closely related independent clauses. [L.9-10.1b)	Parallel structure Prepositions Colon, semicolon, Dependent clause and independent clauses phrases, clauses
L.9-10.2 I can use a semicolon or conjunctive adverb to link two or more closely related independent clauses. [L.9-10.2a] I can use a colon to introduce a list or quotation. [L.9-10.2b] I can spell correctly. [L.9-10.2c]	colon, semi-colon, conj. Adv.
Module 1 C. Reading and Responding to Informational Texts	
Focus Standards	Activity Ideas
RI.9-10.1 I can locate and summarize evidence in the text to support my analysis of what the text says.	literal / figurative language
RI.9-10.2 I can determine the central idea of a text and describe how each section contributes to the central idea. I can analyze how the central idea of a text is shaped and refined by specific details.	Central ideas Summary Getting rid of bias

I can summarize what the text says without including my own opinion about the subject matter.	
RI.9-10.4 I can determine the meanings of words and phrases as they are used in a text. I can distinguish between the figurative and connotative meanings of words as they are used in a text. I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.	Context clues Fig lang and connotative meanings Analyze word choice for meaning and tone
RI.9-10.5 I can understand and describe how an author has chosen to structure a text and order ideas or claims within it. I can analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text. I can analyze in detail how the author's claims or ideas are developed and shaped by particular sentences, paragraphs, or longer portions of a text.	Analyze informational text Articles of the week PAMDISS Evidence for claims SOAPSTone technique
RI.9-10.10 I can distinguish between portions of a text that I understand versus portions that I don't understand.	Annotating techniques Notetaking for deeper analysis Notetaking for vocabulary help
W.9-10.6 I can use technology, including the internet, to produce, publish, and update individual or shared writing products. [W.9-10.6] I can collaborate with others using technology, including the internet when planning, revising, editing, and rewriting drafts of writing. [W.9-10.6]	Using technology for writing
W.9-10.9 I can draw evidence from literary texts to support my analysis, reflection, and research. [W.9-10.9] I can draw evidence from informational texts to support my analysis, reflection, and research. [W.9-10.9a] I can apply the analytical and reflective skills I use when I read to my writing. [W.9-10.9b]	Drawing evidence from reading
W.9-10.10 I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.9-10.10]	Writing process RAFT Research Note cards
SL.9-10.1 I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.9-10.1]	Group discussion Teacher led discussion Socratic seminars Respect diverse opinions Language Register (first week)
L.9-10.4 I can define and identify euphemism and oxymoron in a text. [L.9-10.4] I can determine the meaning of a word or phrase from context clues such as the overall meaning of a sentence, paragraph, or text, or a word's position or function in a sentence. [L.9-10.4a] I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]	Euphemism Oxymoron Context clues in sentences Use patterns of word changes that indicate different meanings or parts of speech Word study

<p>I can consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]</p> <p>I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. [L.9-10.4d]</p>	
<p>L.9-10.6</p> <p>I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening. [L.9-10.6]</p> <p>I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]</p>	Vocabulary techniques for understanding
Module 1D. Writing Informational Texts	
<p>W.9-10.2</p> <p>I can write informational/explanatory texts that examine and convey complex ideas, concepts, and other information. [W.9-10.2]</p>	<p>Writing informational / explanatory texts</p> <p>Organize and analyze ideas</p> <p>Format writing</p> <p>6 traits</p> <p>Writing process</p> <p>Writing components: intro, thesis, body w/ evidence, conclusion and transition</p> <p>Main ideas and details</p> <p>Citing evidence</p>
<p>W.9-10.4</p> <p>I can understand my task, purpose, and audience when I write. [W.9-10.4]</p> <p>I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.9-10.4]</p>	TAP or RAFT process
<p>W.9-10.5</p> <p>I can understand writing as a process of planning, revising, editing, and rewriting. [W.9-10.5]</p>	<p>Writing process</p> <p>TAP or RAFT</p>
<p>W.9-10.7</p> <p>I can conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me. [W.9-10.7]</p>	<p>Short research projects to present</p> <p>Short research projects to solve problems</p> <p>Adjusting research process</p> <p>Using multiple resources</p>
<p>W.9-10.8</p> <p>I can gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively. [W.9-10.8]</p> <p>I can assess the usefulness of each source in answering a research question. [W.9-10.8]</p> <p>I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]</p>	<p>Gather relevant and valid sources</p> <p>Primary sources v. secondary</p> <p>Work cited and citations</p> <p>MLA format</p>
<p>SL.9-10.4</p> <p>I can formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective. [SL.9-10.4]</p>	<p>Formulating perspectives with evidence</p> <p>Present information w/ evidence that convey perspective</p> <p>Engage listeners</p>
<p>SL.9-10.5</p> <p>I can engage my audience by incorporating digital media into my presentations. [SL.9-10.5]</p>	Use technology in presentations
L.9-10.1	Parallel structure

<p>I can define and correctly use parallel structure when writing or speaking. [L.9-10.1a]</p> <p>I can define and correctly use the following types of phrases: noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1b]</p> <p>I can provide an accurate example of a noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1b]</p> <p>I can define and correctly use the following types of clauses: independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1b]</p> <p>I can provide an accurate example of an independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1b]</p> <p>I can use a semicolon or conjunctive adverb to link two or more closely related independent clauses. [L.9-10.1b]</p>	<p>Grammar: phrases</p> <p>Grammar: clauses</p> <p>Grammar: dependent and independent clauses for sentence completion</p>
<p>L.9-10.2</p> <p>I can use a semicolon or conjunctive adverb to link two or more closely related independent clauses. [L.9-10.2a]</p> <p>I can use a colon to introduce a list or quotation. [L.9-10.2b]</p> <p>I can spell correctly. [L.9-10.2c]</p>	<p>Grammar: semicolons and conj. Adverbs</p> <p>Grammar: colon and quotations</p> <p>Grammar: spelling</p>
<p>L.9-10.6</p> <p>I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening. [L.9-10.6]</p> <p>I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]</p>	<p>Gather vocabulary knowledge and use tools for independent understanding</p>

Individual Lesson Planning

Unit/Time Frame	Module & Standards	Content	Skills	Assessment
Week 1	<p>Module 1 A. Reading and Responding to Narrative Texts</p> <p>SL.9-10.6 using appropriate language in discussions, reflections and writing</p> <p>SL.9-10.1 use evidence to articulate goals, discussions and debates</p> <p>RL.9-10.1 analyze using evidence and draw conclusions</p> <p>RL.9-10.4 determine meanings of words figurative and connotative explain author's word choice</p> <p>RL.9-10.10 take notes that are useful in comprehension and vocabulary</p> <p>W.9-10.9 draw evidence to support analysis, reflection and research</p> <p>L.9-10.5 distinguish words with similar meanings, figures of speech, and analyze nuances in meanings with similar denotations</p>	<p>Essential questions are presented and discussed</p> <p>Objectives for week and discussed</p> <p>Rules and procedures</p> <p>-go over day one</p> <p>Language Register</p> <p>-day 2 group interaction</p> <p>Response practices</p> <p>-practice with AoW day 3</p> <p>Discussion practices</p> <p>Grammar Bootcamp</p> <p>-test day 4</p> <p>Vocabulary practices</p> <p>-day 4 setup notebook</p>	<p>Language register ppt and worksheet</p> <p>* Socratic seminar, debates, group discussions w/ group led questions</p> <p>* Close reading (PAMDISS), one minute summary, RESPONSE (Short non-fiction)</p> <p>* word study and imagery link to explain meaning, figurative language chart, vocabulary annotations (all works)</p> <p>* Cornell and picture notes, annotated pieces</p> <p>* parts 5 & 6 in "12 Things for High Achievement"</p> <p>Basic literary terms</p> <p>Basic dramatic terms</p> <p>Basic figurative language</p> <p>vocabulary study for each lesson and notes</p>	<p>Completed language register for writing portfolio</p> <p>Written procedures of discussion practices for writing portfolio</p> <p>Written procedures of response practices and example of AoW in writing portfolio</p> <p>Pre-assessment of lit. terms, dramatic terms, figurative language</p> <p>Pre-assessment of grammar</p> <p>Pre-assessment of basic vocabulary</p> <p>Written procedures of vocabulary practices in writing portfolio.</p>
Week 2	<p>Module 1 A. Reading and Responding to Narrative Texts</p> <p>L.9-10.4 understand euphemisms and oxymoron and meanings from context clues</p> <p>SL.9-10.1 use evidence to articulate</p>	<p>Essential questions are presented and discussed</p> <p>Objectives for week and discussed</p> <p>Day 1: Vocabulary Word Study Unit 1: definition/word study include</p>	<p>Work with Unit 1 vocabulary words, go over word study procedures and complete packet</p> <p>Grammar: Go over basic parts of speech with examples and then work on analyzing sentences finding parts or</p>	<p>Vocabulary list word study packet completed</p> <p>Grammar Table and Analysis worksheet for writing portfolio</p> <p>Evidence of annotation, group participation and written response in</p>

	<p>goals, discussions and debates</p> <p>RL9-10.1 analyze using evidence and draw conclusions</p> <p>RL.9-10.4 determine meanings of words figurative and connotative explain author's word choice</p> <p>RL9-10.10 take notes that are useful in comprehension and vocabulary</p> <p>W.9-10.9 draw evidence to support analysis, reflection and research</p>	<p>euphemisms and oxymoron</p> <p>Grammar: Basic Parts of Speech Table and Analysis Worksheet</p> <p>AoW Week 2 response and discussion</p> <p>Day 2: Read Textbook: A History of the English Church and People (historical writing) p. 67 response and discussion</p> <p>Day 3: Begin pre-read for Beowulf summarize and note-take</p> <p>Day 4: continue Beowulf, summ/note take</p> <p>Vocab (unit 1 word study) and grammar (basic p.o.s.) for w/ups</p>	<p>speech</p> <p>Socratic seminar, debates, group discussions w/ group led questions</p> <p>* Close reading (PAMDISS), one minute summary, RESPONSE (Short non-fiction)</p> <p>* word study and imagery link to explain meaning, figurative language chart, vocabulary annotations (all works)</p> <p>* Cornell and picture notes, annotated pieces</p> <p>* parts 5 & 6 in "12 Things for High</p>	<p>writing portfolio</p> <p>Close reading evidence of PAMDISS, annotations , Cornell notes on Beowulf and comprehension skill of part 5 and 6 in "12 things..."</p>
Week 3				